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AUTHOR Bowers, Judy
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ABSTRACT

This is a third-grade teaching unit on large cities (megalopolises) in the United States. The components of the unit are: (1) a content outline, (2) unit goals, (3) unit objectives, (4) activities, (5) unit evaluation, and (6) bibliography. The content of the unit focuses on defining a megalopolis, noting what can be found in it, its special characteristics and problems. Unit goals address the content areas and include skills of library research and group projects. Attitudinal goals for the unit are to appreciate the cultural benefits of living in a megalopolis and to appreciate cooperative work. Objectives are coded to these goals and their respective activities. Activities for the unit include discussions, films, brainstorming, drawing, library research, small group projects, graphing, writing, and field trips. The unit evaluation is parallel with the unit goals and objectives, and assesses a variety of written work, group projects, and class participation, in addition to including a unit test. A 10-item annotated bibliography is appended and includes both student and teacher resources. (JDH)

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AMERICAN MEGALOPOLISES

Grade 3

Judy Bowers

April 29, 1986

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Unit Outline

I. What is a megalopolis?

A. Define City.

B. Define Megalopolis.

C. Compare and contrast city and megalopolis.

II. What can be found in a megalopolis?

A. Buildings.

1. Skyscrapers.

2. "Basic Needs."

a.) Food: Grocery purchaces.

b.) Clothing: Shopping Malls.

c.) Shelter: Apartments, condominiums, row houses, etc.

3. Work.

a.) Offices.

b.) Factories.

c.) Service.

4. Churches

5. Schools

B. Transportation.

1. Automobiles and Taxis.

a.) Highways.

b.) Parking.

2. Buses and Trollies.

a.) Within the city.

b.) Connecting to the suburbs.

c.) Cross Country.

3. Trains.

a.) Subways.

b.) Els.

c.) Monorails.

d.) Amtrack and Conrail.

4. Aviation.

a.) Airplanes.

b.) Helicopters.

c.) Airports.

5. Boats.

a.) Ferries.

b.) Shipping.

c.) Cruiselines.

C. Recreation.

1. Parks.

2. Museums.

3. Zoos.

4. Amusement Parks.

5. Restaraunts.

6. Sports Arenas.

7. Marinas.

III. Problems of a Megalopolis.

A. Garbage Collection.

B. Police and Fire Protection.

C. Crowded Conditions.

D. Taxes.

I. UNIT TOPIC

American Megalopolises

II. UNIT GOALS

A. Knowledge Goals

1. To learn about the characteristics of a megalopolis.
2. To learn about the function of buildings, transportation systems, and recreation within megalopolises.
3. To learn the problems associated with living in and running a megalopolis.
4. To learn about International Street signs.

B. Skill Goals

1. To learn how to do library research.
2. To learn how to do a group project.

C. Affective Goals

1. To appreciate the cultural benefits of living in a megalopolis.
2. To appreciate cooperative work.

III Unit Objectives

A. Knowledge Objectives

KG1 1. The students will be able to write a paragraph stating three characteristics of a megalopolis.

KG3 2. The students will be able to list some of the advantages and disadvantages of living in a megalopolis.

KG2 3. The students will be able to list and recognize those activities which can be supported only in a city large enough to be considered a megalopolis.

KG2 4. The students will be able to identify the major characteristics of a skyscraper.

KG4 5. The students will be able to interpret the meaning of 40 International Street Signs used in megalopolises.

KG2 6. The students will be able to show examples in a drawing of the three basic human needs (food, clothing, and shelter), and how these may be met in a megalopolis.

KG2 7. The students will be able to work in groups to make a chart showing the various forms of transportation used in an American megalopolis.

B. Skill Objectives

SG1 1. The students will be able to do library research using encyclopedias, almanacs, magazines, maps, atlases, and the card catalogue to find information on a given American Megalopolis.

SG2 2. The students will be able to work on group projects, selecting a group leader, recorder and speaker.

SG2 3. The students will be able to work in groups to make a report and visual aid presentation about an American megalopolis.

C. Affective Objectives

AG2 1. The students will be able to show their appreciation of cooperative work through the enthusiasm and pride taken in their group projects.

AG1 2. The students will be able to show their respect for megalopolis life by expressing orally which characteristics of a megalopolis appeal to them.

IV Activities

A. Initiating Activities

KO1 AO2 1. Showthe film Cities are Different and Alike to introduce the concepts of "city" and "megalopolis" to the class. Lead a discussion following the film about how cities have unique identities. Discuss the sizes of populations and areas needed to have a city. Then introduce the idea of cities large enough to be a megalopolis. Have the students write a small paragraph using three characteristics mentioned during the film or in class discussion to describe what they think a megalopolis is.

KO1 AO1 2. Write the names of several American megalopolises on the chalkboard. Some suggested cities are New York, Chicago, Boston, Pittsburgh, Philli-delphia, Atlanta, San Francisco, Houston, Dallas, New Orleans, St. Louis, Seatle, Denver, and Phoenix. Discuss with the class which characteristics make these cities megalopolises. Ask if the class has any experiences with these cities, such as vacations, relatives, or having lived there. Tell them that they are going to study a unit about these megalpololises, telling them they will learn about the people, places and activities which are found in them.

302
A01

3. Divide the class into six groups by having the students draw slips of paper from a basket with numbers which will place everyone into one of the groups. Have the students physically place themselves into these groups where they can be together and still be apart of the whole class instructions. After the groups are settled, instruct them to decide which member of the group will be given the role of leader, recorder, and speaker. List on the board the responsibilities and duties which go with each job. Pass out large (9"x12") envelopes, one to each group and have them fill out the front with the names of the group members, and the job assignments. Let them know that these groups will be used during the unit on megalopolises to do a small oral report with visual aids and other small group work.

B. Developmental Activities

K07
K04
K02
A02

1. Do a brainstorming activity about transportation, recreation and buildings. Have several students be the dictionary sleuths to look up words for clarification and spelling; have one student write the information on the board. Try to guide the brainstorming into catagories 1) types of transportaion used within a megalopolis and between those major cities, 2) buildings, style and function in a megalopolis, and 3) types of recreation only available in the large megalopolis areas.

K05

2. Teach the students about the International Street sign system used today in most megalopolises. Explain the purpose and universal usefulness of those signs. Have them drawn ahead of time on posters, and begin describing the signs and their meanings. After explaining a few, let the class try to explain some. Let them design some of their own, which could explain classroom rules or anything else they wish to create in sign form.

K06
Ao2

3. Do a brainstorming activity about the three basic human needs of food, clothing, and shelter. Show pictures from magazines of people from all cul ures possible which show how these people are involved in meeting those needs. Have three columns of FOOD, CLOTHING, and SHELTER to write the ideas of how these might be met by people

who live in megalopolises. These might include shopping centers, central business districts, small terrace gardens, and many others. Let the students then draw a picture of how they would meet at least one of those needs in a megalopolis.

SO1 AO1 4. Take the students to the school library to teach them how to do library research for their group research project. Begin by reminding them to use their alphabetical order skills in finding sources of information in the encyclopedias and card catalogue. Explain the Dewey decimal system, and help them to locate specific topics using that system. Remind them about other sources of information, such as almanacs, magazines, maps, atlases, and pamphlets. Allow some time for practice of this new skill throughout the unit.

KO2 AO1 SO1 SO2 SO3 5. Have the students form into their groups for project work. Let the groups decide which cities they would like to do their research project on. List several megalopolises on the chalkboard and have the groups let you know when they decide so that city can be removed from the list; thus, there will be a different city being reported on from each group.

Allow some time two times a week during the unit for group work. Have the students keep all work in their envelopes on a special "group area," where it will be available to the class. Remind them to use their new library skills in gathering information. Provide poster boards for the visual aids portion of the project.

K07 S02 A01 6. Have the class work in groups to make a travel graph about transportation in megalopolises. Ahead of time, provide statistics of how people commute to work in several of the major megalopolis areas. Show them on the board, how to construct a travel graph, using symbols to represent the various forms of transportation used. Provide charts for the groups with the same catagories, so the final charts can be compared. Show them how to shorten numbers into more easily charted amounts, such as 5 per 1000 instead of trying to chart 5000 cars.

K04 7. Show a film entitled A Spire to the Sky which teaches about skyscrapers, by showing the Empire State Building in New York City. Allow time after the movie for discussion of other sky- skyscrapers in other cities.

K01 K02 K03 A02 8. Have a recreation brainstorming activity. Begin by listing fun activities which the students seem to enjoy, such as camping, fishing, going

to museums, amusement parks, zoos, professional baseball or other sports. Allow the students to try to name as many teams and parks as possible, and the city or location of each kind of activity. Catagorize the activities by kinds of similar location, such as large city, small town, or country. Try to help the students see a pattern in those activities which need a large population to support them, such as major league sports, large museums, etc. Finally, ask the students to find examples of these activites in pictures from magazines, have them name the activity and the city it is found in, and create a bulletin board display.

K01 K02 9. Lead a class discussion about problems of megalopolis living, such as taxes, crowds, pollution, garbage collection, traffic control, police and fire protection. Discuss possible solutions to these problems, and allow students to think up other problems and/or solutions.

K01 K02 K03 A01 A02 10. The students write a paragraph listing three of the characteristics of a megalopolis which impressed them the most. They may wish to write on the privilages and benefits or problems in megalopolises.

C. Closing Activities

K02 K03 S02 S03 A01 A02 1. Have students share their group projects with the class. Have them discribe the visual aid used and how it was made. Let the speaker give the report, and allow time for questions from the class after each report. Ask the students if they liked the city after doing research and if they would enjoy visiting there some day.

K02 K03 K05 A02 2. Take a field trip to Indianapolis. Before leaving, give the students a list of things to look for which are characteristic of the megalopolises they have studied, such as transportation, buildings, and recreation. Be sure that they are to be thinking about these in determining whether Indianapolis is a megalopolis or not.

K02 K03 K04 K05 3. Give the Unit Test. Include definitions of terms used in the unit (skyscrapers, subways, trollies, megalopolis, sports arenas, etc.); have a matching of names of amusement parks and major league sports teams with particular cities; have an identification of at least 20 of the 40 International street signs studied; do a true and false section about problems and possible solutions to those problems found in a major megalopolis.

V. Unit Evaluation

SO1
SO3
AO1

A. Group Project: The groups will be given a grade which will be given to each member of the group. Evaluation will be based on a total of 25 points, which will consist of five catagories with a possibility of five points in each catagory. The catagories include:

1) Identification of transportation in the city.

2) Identification of buildings in the city.

3) Identification of recreation in the city.

4) Complexity of work.

5) Thoroughness of work.

In addition, there can be up to five bonus points for some special touches of creativity. The grades will be as follows: A= 25-20. B=19-15. C=14-10. D=9-6. F=5-0.

KO2
KO3
KO4
KO5
KO6

B. Test: The test will consist of those items mentioned in Closing Activity #3. A sample page follows the unit evaluation.

KO1,2,6,7
KO5

C. Written work, drawing, and travel graph. Give √+, √, √- .

D. Class participation.

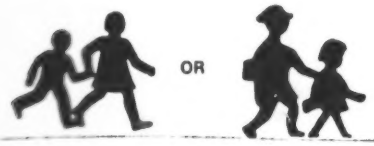
E. Final Grade: Project= 50%; Test= 25%; Paper work = 15% based on √+ =5, √ = 3, √-=1; Class participation= 10% based on a scale of 1-10. In considering the unit grade, 100%-90% =A, 89-80 = B, 79-70= C, 69-60= D.

F. Test Sample: Fill in the blank.

1. Subways are underground urban trains.
2. Trolley an electric "bus" run by overhead wires.
3. Skyscraper a very tall building.
4. Megalopolis is a city with very high populations, and a unique personality in its services.
5. Three basic needs are food, clothing, and shelter.

Identify the signs.

Do Not.



Children Crossing

Slippery

Tunnel

Matching.

d	Dallas	a. Dolphins
b	Pittsburgh	b. Steelers
e	San Francisco	c. Astrodome
c	Houston	d. Cowboys
a	Miami	e. Forty-Niners

True and False.

I There is a lot of air pollution in many megalopolis areas.

F Large cities have no problems with garbage collection.

F Crime is never a problem in megalopolises.

I High populations in megalopolises create very crowded conditions.

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Spire to the Sky, A. Modern Talking Picture Service. This sound 16mm film is available from Steven A. Suttles, ed., Educators Guide to Free Social Studies Materials. Randolph, Wisconson: Educators Progress Service, Inc., 1984. It is about the Empire State Building, its history, symbolism, and view of the city.

The book is an excellent source for free materials to use in teaching social studies for all grade levels. There are films, tapes, maps, and many other materials available.